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AUTHOR	Fuhrman, Susan H., Ed.; O'Day, Jennifer A., Ed.
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ABSTRACT

This book offers a variety of incentive approaches to school reform, through the perspectives of noted experts in education policy, practice, and research, as well as respected thinkers from the public and private sectors. The intended audience includes policymakers at the national, state, and district levels; teacher educators and other education professionals; reform advocates; and professors of education policy and administration. Drawing from such diverse sources as studies of performance incentives, reforms in Vermont, school structuring in New York City, private sector research on management, and current theories of motivation and organizational development, the book explains the underlying issues surrounding incentives and reform and provides a framework for future research and policy. The book shows, for example, how workplace redesigns could answer teachers' needs for autonomy and participation and so bolster the professional nature of teaching. It also examines alternative ways of thinking about teacher compensation. Following an introduction by Jennifer O'Day, the book is divided into three parts. Part One, "Incentives and Student Performance," includes: "Motivating Students To Learn: An American Dilemma" (Arthur G. Powell); and "Rewarding Teachers for Student Performance" (David K. Cohen). Part Two, "Motivation and School Context," includes: "Motivation for School Reform" (Susan Albers Mohrman and Edward E. Lawler III); and "Restructuring Schools for High Performance" (Linda Darling-Hammond). Part Three, "Going to Scale," includes: "Standards as Incentives for Instructional Reform" (Brian Rowan); "Incentives, School Organization, and Teacher Compensation" (Allan Odden); "Teaching to New Standards" (Richard J. Murnane and Frank Levy); "Getting to Scale with Successful Educational Practices" (Richard F. Elmore); and "Conclusion: Building a Better System of Incentives" (Susan Fuhrman). (JMD)

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